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ABSTRACT

This study examined the expressed orientations toward education of (1) preservice teachers who opted to participate in student teaching programs in minority settings; (2) preservice teachers who selected conventional student teaching placements; and (3) inservice supervising teachers from both settings. Four student teaching programs provided the subjects over three semesters (three replications). The participating student teachers were placed in Latino, American Indian, Afro-American, or Regular (white midddle class) settings. The study was designed to control for random variations from semester to semester and to consider whether or not the student teachers who selected a particular student teaching assignment shared orientations that were different from the orientations of those who did not specify placement preferences. The large enrollment in the regular student teaching program facilitated the formulation of a random sample of 39 student teachers to serve as a control group. The Educational Preference Scale was chosen to measure the student and inservice teachers' expressed orientations toward education. An analysis of the data revealed that student teachers tend to become more like their supervising teachers with respect to their expressed orientations toward education. When student teachers were placed in cultural settings where the role expectations were contrary to their expressed orientation, it appeared that the presence of the conflicting role expectations facilitated changes in their functioning roles. (MM)

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Expressed Philosophical, Value, and/or Attitudinal Orientations Toward Educational Practice of Student Teachers Preparing to Teach Minority and Mainstream Ethnic Groups

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INTRODUCTION

Traditional-progressive, restrictive-permissive, conventional-emergent, teacher centered-learner centered, and content-process philosophies, values and/or attitudes have been related to positions or actions of various educational personnel. Since the late 1920s educational research has focused on teacher preparation along with an emphasis on the effects of the terminal field-based placement and personnel upon student teachers.

Objectives of the Study

The objectives of this study were to examine the expressed orientations toward education of (A) preservice teachers who opted to participate in student teaching programs in minority settings; (B) preservice teachers who selected conventional student teaching placements; and (C) inservice (cooperating/supervising) teachers who serve minority or mainstream settings.

Specifically, this investigation sought answers to the following questions: (1) What are the orientations of preservice teachers who seek entry into field-based programs which serve Latino, American Indian, Afro-American, and middle class Anglo pupil populations? (2) What are the orientations of the supervising teachers in (a) the three minority settings and (b) the mainstream settings? (3) Do the orientations of all four groups of preservice teachers change during student teaching in Latino, American Indian, Afro-American or Anglo settings? (4) What interrelationships exist among the selected groups of preservice and inservice teachers with regard to expressed philosophies, values, and/or attitudes toward educational practice?

Rationale for the Study

B.O. Smith (1971) mentioned that research in teacher education should focus on issues and dimensions related to the professional preparation of preservice teachers and the effectiveness of given teacher training and/or preparation programs. Silberman (1970) has hinted that the conditions which exist in our schools are the result of teacher education programs, and has also expressed a need for change in the existing teacher preparation programs. Also, many leading critics of schools are presently chanting that the public schools have failed. If this assertion is followed to a logical conclusion, then the institutions that have prepared teachers have also failed. Loree (1971) voiced concern about the limited research focusing on the would-be teacher within the teacher preparation realm and said that research has not concentrated on the investigation of changes in the values or attitudes of preservice teachers toward themselves. Mazer (1969) contended that two of the most commonly occurring variable sets influencing the effectiveness and longevity of inservice teachers found in culturally disadvantaged setting would be of value to all prospective teachers.

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Ausubel (1963) pointed out that much of the culturally deprived learner's alienation from schooling/education is the compounded effect of a traditional curriculum and atmosphere which is too demanding and results in much frustration, resentment, and/or loss of self-confidence. Rich (1960) noted that although there has been a greater diversity lately in the social backgrounds of inservice teachers, they still generally represent traditional middle class attitudes and nurture mainstream values and mannerisms. Several studies and reports have linked selected value orientations to job satisfaction along with interpersonal rapport. Are the philosophical, value and/or attitudinal orientations toward educational practice found in teacher preparation programs related to the types of teaching situations preservice teachers seek? These orientations of preservice teachers need the attention of teacher-trainers for native Americans, Latinos, and Afro-Americans. Before designing and/or implementing teacher training alternatives, it might be wise to ensure that basic orientations of the teacher training option are suited to the belief patterns and needs of the preservice teachers or vice versa. Failure to attend to this has often resulted in much frustration and many conflicts among both preservice and trainer inservice teachers.

Ramsey, Polson and Spencer (1959) contended that value orientations influence the social processes of decision making and adoption of practices. Schwarzweller (1959) concluded that value orientations are very instrumental in an individual's career "choice-making" process, and also noted that young adults express personal values when planning their future vocations. Greenberg (1969) discussed existing data that indicated that the attrition rate among new teachers is the highest for professionals in all vocations. Mazer (1969) noted that a large occurrence of attrition and/or turnover among teachers in culturally disadvantaged settings is one of our country's most disturbing social problems. Cuban (1969) asserted that only a small number of graduates of conventional teacher preparation programs remain in a culturally disadvantaged classroom after five years. These data might imply that attrition of inservice teachers is a 'way-out" of a role conflict where there is a non-acceptance of socialization in accordance with the expectations held by local school systems. Walberg's (1970) synthesis of the literature tended to suggest attrition as a possible option to socialization in harmony with the local school system's expectations. The prominent rate of teacher turnover in school settings where the culturally deprived youth interacts joins another problem to an already distressing situation. Groff (1963) suggested that a crucial reason for the high rate of turnover is the teacher's own awareness of the many inadequacies associated with teaching in culturally disadvantaged settings. Groff cited that 40 per cent of the teachers surveyed revealed that "peculiarities" in the personalities of culturally deprived students are the major cause of the dissatisfaction that leads to attrition; 37 per cent indicated shortcomings in the administration or organization of the school; and 22 per cent alluded to the deficiencies of the teachers themselves.

It appears shortsighted not to recognize that marriage, adventure, general population mobility, the present oversupply of teachers, or reformist zeal are locating many teacher education graduates far distant from their college regions or home states. This implies that many anticipatory mainstream preservice teachers will apply for positions in unfamiliar cultural settings where they will encounter their first Afro-American, Latino, or American Indian student. Preservice teachers must begin to know and understand minority groups. This is especially important when the preservice teacher comes from a different cultural background along with a dissimilar set of expressed philosophical, value, and/or attitudinal orientations toward educational practice.

Many preservice teachers enter preparation programs with mis-perceptions, liberal philosophies, and "crusader complexes." If preservice teachers could be provided with both reliable and valid data prior to the student teaching experience, they would then have the opportunity to opt for another type of field-based experience or modify their values and/or philosophies before entering the local community and school. Sound data can also be displayed to zealous preservice teachers for purposes of self-prediction of success as a teacher in a given minority setting.

PERSPECTIVE

Most teacher educators disagree that effective teachers should have certain attributes and should behave and interact with students in certain ways. During the last four decades educators, sociologists, and psychologists have given considerable time and effort to the empirical study of values, attitudes or preferences, and have demonstrated the influence of expressed philosophical, value and/or attitudinal orientations toward educational practice, decision making, and action choices.

Underlying Assumptions

Loree (1971) provided three basic assumptions for rationalizing the importance of attitudes and values when designing teacher preparation programs. Loree assumed that a value or attitude reflected in an educational objective is one that aids in the development of desirable performances and/or is idiosyncratic of a "good teacher", that some preservice teachers do not possess some of the "desired" attitudes upon entry into a teacher preparation program; and that it is feasible to orient the teacher toward the attitude(s) or value(s) represented in a given educational objective.

Orientation Measurement Credibility

Philosophical, value and/or attitudinal orientations appear to be bound-up and somewhat stable aspects of personality. Orientations also have the potential to influence a wide array of thought and behavior. It might be anticipated that the values prospective teachers carry to the social organization of the school might influence their perceptions and interpretations of educational practice. Kerlinger (1966) summarized a conceptual framework related to the study of attitudes toward education and/or schooling as that of "directive-state theory." Based on the earlier social-psychological writings of Bruner (1951), Postman (1951), Allport (1955), Johnson (1955), and Bruner (1958), Kerlinger synthesized that the fundamental constructs of values, attitudes, emotions, and motives affect behavior in a general sense, and the constructs of perceptions and judgments influence behavior in a more specific way. Walberg (1968a) found that teaching attitudes are significantly correlated with measures of needs and values, and concluded further that teaching attitudes can be described in terms of a few theories of personality and social psychology.

Kerlinger (1958) hypothesized that individuals can be grouped according to "restrictive-traditional" or "permissive-progressive" viewpoints and that certain individuals would exhibit a greater polarization than others, depending on their occupational roles and their experience with the knowledge of education.

He also asserted that individuals having the same or similar occupational roles would have the same or similar attitudes toward a given important aspect related to the roles. Kerlinger's data substantiated the fact that individuals attach differential weights to the given dichotomies according to their educational inclinations. Horn and Morrison (1965) found that a factor entitled "traditionalism vs. modern beliefs about child control" continued to surface as an underlying attitude set toward education.

Kerlinger (1966) concluded that perceptions of desirable characteristics of teachers appeared to be affected by attitudes toward education/schooling, and that the factors undergirding these perceptions of desirable teacher attributes corresponded nicely to "progressive" and "traditional" tendencies of the teacher. Sontag's (1968) measures of perception with respect to desirable teacher behaviors exhibited "concern for students" as the primary preference of progressives and "structure and subject matter" as the principal choice of traditionalists, and it was concluded that both factors are clearly related to attitudes toward education. Loree (1971) identified and described three types of preferences toward educational practice which keep "popping-up" in the literature on efforts to redesign teacher preparation programs; these were concerned with the "teacher as self," "human relations with students," and the "teaching-learning process."

Kerlinger (1966) found that attitudes toward education and perceptions of teachers are related, and that the character of the attitude factors and the character of the teacher perception factors appear to be congruent. Walberg (1968b) indicated that the personality configurations of the teachers, including constructs such as needs, values, and attitudes, influence the climate of their classes. Silberman (1969) pointed out that teachers' attitudes are translated into their actions. Ornstein (1967) suggested that the attitudes of a teacher toward his/her profession and the classroom have a revealing effect on his/her interaction with students when teaching the culturally disadvantaged. Williams (1972) concluded that personality factors are critical indicators of inservice educators' preferences toward educational practice. A review of the literature on philosophical, value, and/or attitudinal orientations revealed that these constructs have become somewhat complicated. It appears to be impossible to measure an orientation, but possible only to measure certain aspects or characteristics of a given orientation using selected techniques.

Origins of Preservice Teacher Orientations

Guba, Jackson, and Bidwell (1959) found that preservice teachers receiving preparation at a large multi-purpose university exhibit more of a personality pattern characteristic of the undergraduates attending the given institution than a personality set associated with the profession being pursued. The preservice teachers used as subjects in this study can be grouped intuitively with the other undergraduates attending this large multi-purpose university as being somewhat liberal, permissive, emergent, etc. Cummins' (1961) data revealed that the orientation of preservice teachers toward teaching and educational practice become increasing similar to those of their professors as they proceed through a four-year teacher preparation program. Brim (1966) expressed that preservice teachers at various levels in an undergraduate teacher preparation program show significant changes in attitudes toward education/schooling in a "desirable" direction as the would-be teachers move vertically through the program.

Other Considerations

An understanding of the social, economic and ethnic factors of a community setting is deemed useful to the preservice teacher. Schools normally operate within a community context and are often constrained by the values, needs, and demands of various constituents of the community. Various critical aspects of education/schooling are affected by the community. Walberg (1970) discussed the notion that the cultural and institutional expectations of new roles create conflicts within the individual, and that these conflicts can be resolved through a socialization process in the direction of the expectations held by the institution. Williams (1972) asserted that the position inservice educators occupy in school environments and the perceptions they possess of their roles in those positions influence their preferences toward education. Ornstein (1967) reported that a teacher adopts a style of teaching in a culturally pluralistic setting which is within the pattern of his/her personality.

It seems reasonable to assume that the interaction which occurs between the student teacher and the cooperating/supervising teacher is an important experience in the socialization of would-be teachers. The underlying orientations toward educational practice can be presumed as factors operating within the interactions of student teachers and cooperating/supervising teachers. Grough, Durflinger and Hill (1968) contended that a relationship exists between student teacher attitudes and their classroom behavior, and found that certain of their orientation measures predict behavior rather convincingly.

Even though the details differ somewhat, the influence of personality attributes on social perception has come to be acknowledged by theorists who have examined the relationships between orientations and social perception. In school-based settings it is fairly safe to assume that the attitudes that affect perception are orientations toward educational practice. Consequently, the philosophical, value and/or attitudinal orientations toward educational practice expressed by student teachers and cooperating/supervising teachers should provide a related measure of the effects of a teacher preparation program.

Related Literature

Research and other related literature that are conceived to examine whether there are discernible teacher orientations that aid to describe and predict desirable student teacher-cooperating/supervising teacher and teacher-pupil interaction patterns may have implications for teacher preparation programs. Spindler (1955) contended that advocates of new school-based programs can be found on the "emergent" half of a "traditional-emergent" value continuum. Kerlinger (1958) found that "pragmatic progressivism" and "traditionalism" are two of the fundamental factors or dimensions undergirding attitudes toward education, and also reported that educational attitudes can be imagined as pivoting on these two relatively independent ideology sets. Helsel (1971) proposed that teachers' orientations toward educational practice appear imbedded in and related to in their value orientations; his data suggested that personality patterns might be important determinants of inservice educators' orientations toward educational practice. Cole (1972) discussed opposing value positions undergirding "process" and conventional educational practices relative to the nature of knowledge, nature of learning, nature of the learner, and purpose for schooling.

Rose (1967) hypothesized that teachers' values affect their interaction patterns in the school, and the analyzed data supported his hypothesis. Sontag (1968) alluded to the social context in which an attitude is perceived as interfacing with a resultant behavior, and concluded that the school setting is a critical variable set as a situational determinant that should be examined during investigations of teachers' attitudes toward education. Silberman (1970) mentioned that order, control and discipline in the classroom rank as one of the high priorities with inservice teachers and building administrators because any noise-type sounds coming from a classroom would subject them to criticism. Zelei (1971) concluded that teachers possessing a greater sense of influence in the decision making process of their school environment feel more confident in their relationships with students and are less conservative in their views of educational practice. Andrews (1973) concluded that communities with a high socioeconomic status tend to have inservice teachers that are significantly more liberal in their preferences toward educational practice and more humanistic in their pupil control orientations.

Teachers and Traditional Orientations

Guba, Jackson and Bidwell (1959) found that certain personality factors of inservice teachers tend to crystalize into a common pattern with teaching experience. Hunt and Joyce (1967) investigated the relationship between the personality of student teachers and early patterns or styles of teaching, and found that their data supported their hypothesized relationship between personality and teaching style at least during the initial phases of learning how to teach. Budzik (1971) expressed the view that, as teachers gain years of teaching experience, their perceptions of educational practice sway toward a more conservative viewpoint. Williams (1972) found inservice educators with more than five years of experience to be more traditional in their views of classroom control orientation. Willower, Eidell and Hoy (1973) cited that more experienced school-based personnel express greater traditional tendencies than those professional educators with less experience. Murad (1974) concluded that conservative tendencies of preservice teachers are basically attributed to the teacher preparation program.

"Desirable" Teaching Orientations

Nagle (1959) expressed positive shifts in the attitudes of preservice teachers during their student teaching experience resulting from their interactions with students in classrooms. Bills, Macagnoni and Elliott (1964) noted significant shifts with regard to "openness" on the part of student teachers in a negative direction during their field-based experience, and further asserted that the negative shifts were greater for those preservice teachers who were more open prior to the student teaching experience. Sprinthall, Whiteley and Mosher (1966) reported findings on the relationships of an attitude and effective teaching behavior; student teachers possessing "open flexible systems" were observed and assessed to be more effective than student teachers previously judged as being rigid. Hunt and Joyce (1967) mentioned that one of the most important skills of an effective teacher is the utilization of a variety of strategies under any given set of circumstances. Harvey, Prather, White and Hoffmeister (1968) described a relationship between teachers' beliefs and the interaction patterns of teachers and students in classrooms, and witnessed that learner-centered teachers were more resourceful, active and involved with higher achieving students. Mazer (1969) examined the

attitudes and personality changes of preservice teachers preparing to teach in culturally disadvantaged settings after a pre-student teaching experience in summer migrant camps or summer educational programs for poor minorities, and found "desirable" attitude changes periodically throughout the program in the preservice teachers toward the disadvantaged youths and also their parents.

Culturally Disadvantaged School Settings

Della-Dora (1963) expressed the view that teaching aimed at changing attitudes and the establishing of self-understanding and self-direction should be among the chief goals of education in culturally deprived school settings. Mazer (1969) noted that student teachers judge culturally disadvantaged pupils in a more positive vein by way of attitude modification after an exposure to a specialized teacher preparation program consisting of both campus- and field-based experiences. However, Zink (1970) found no significant differences in terms of personal characteristics between former preservice teachers who later taught in culturally disadvantaged settings and those former preservice teachers who did not. Cox (1960) investigated changes in attitudes of two groups of preservice teachers, one engaging in pre-student teaching field-based experiences with inner city youths whereas the other group did not have these experiences; it was found that both groups exhibited significant attitude shifts, but the group receiving the special training did not significantly reflect more desirable attitudes than those not receiving the specialized field-based experiences. Waldman (1971) found the presence of more traditional orientations toward educational practice where there were greater percentages of minorities and greater population densities. Andrews (1973) pointed out that there is a tendency for communities having a large number of foreign-born and non-white residents to contain schools that are more traditional in their views of education practice; Andrews also reported that the lower the socio-economic status of a given community, the more traditional are the philosophical and value preferences. Swick and Lindberg (1974) advocated that a "values training and development" component be incorporated into a preparation program for educating teachers to work with the culturally different.

Preservice-Inservice Teacher Interaction

The field-based student teaching experience is generally assumed to be the apex of a preservice teacher preparation program. Also, most professionals associated with teacher education will probably agree that the student teaching experience is the most important facet of a teacher preparation program. Yee (1969) suggested that many of those associated with teacher preparation agree that there is an influence of the cooperating/supervising teacher on the student teacher, and further asserted that this relationship might provide the most impact when compared to all of the other professional courses. Since the cooperating/supervising teacher is in a leadership role during this experience, it is reasonably safe to assume that the former will influence the orientations of the latter. This situation may occur because the inservice teacher is a source of expertise, identification, information, or the course grade for the student teaching experience.

Steeves (1952) and later Milner (1959) alluded to the cooperating/supervising teacher as providing a critical influence on the preservice preparation of teachers. McAulay (1960) investigated the impact of cooperating/supervising

teachers upon student teachers, and contended that the latter appear to be swayed by the former. Both Price (1961) and Holemon (1963) found that would-be teachers' attitude scores shift in the direction of their individual cooperating/supervising teachers. Stoller (1964) examined the influence of cooperating/supervising teachers upon student teachers by way of visual reproductions of their interactions and reported that the latter are influenced by their inservice teacher supervisors. Walberg (1966) pointed out that the student teaching experience might have stifling effects on preservice teachers, and indicated that the self-esteem of zealous student teachers might be impaired as a result of their classroom interactions with pupils. Yee (1969) found in a pre- and post-test situation that most student teachers reflect a change in their attitudes toward those of their cooperating/supervising teachers. Roberts (1969) concluded that student teachers adjust to the constraints of field placement site socialization by displaying changes in their expressed orientations toward educational practice in the direction of increased traditional viewpoints. Also of interest, Roberts found that student teachers who did not exhibit increased restrictive orientations were significantly more traditional prior to the student teaching experience. Murad (1974) cited that student teachers witness a change toward more traditional orientations; noted that all significant changes were in the direction of a more conservative stance on the change variables; and found that student teachers were the most conservative group when compared to other undergraduate teacher education majors after their field-based practice teaching experience. Murad concluded that significant changes become apparent only after the student teaching experience and appeared to be a function of interacting with the somewhat more conservative inservice educators.

The presentations of this perspective reveal the conspicuousness and importance of expressed philosophical, value and/or attitudinal orientations toward educational practice among the viewpoints of student teachers. It is assumed that these characteristics exhibit importance in the professional preparation of preservice teachers and provide a vehicle for ascertaining the effects of teacher preparation programs upon preservice teachers.

DESIGN/METHODS

The design employed examined four student teaching program groups over a three-semester replication endeavor. The treatment groups were prospective teachers who had undergone different student teaching experiences in Latino, American Indian, Afro-American or Regular (white middle class) cultural settings. The group or preparation effects were of concern along with shifts in the expressed orientations toward education of student teachers as they interacted with cooperating/supervising teachers. Semester effects were expected to be random effects, while treatment effects were fixed (membership in one of the four student teaching programs). The purposes of the design were to try to control for random variations from semester to semester, and to consider whether or not the student teachers who self-selected into particular student teaching programs shared orientations which were different from those orientations found in the other programs.

Description of Subjects

Four alternative student teaching programs provided the subjects over three semesters (three replications). The American Indian Student Teaching

Program featured the placement of 44 preservice teachers in Bureau of Indian Affairs' schools serving Navajo and Hopi reservations in Arizona. An intensive week-long cultural orientation workshop preceded the reporting of the preservice teachers to the BIA schools. The Latino Program placed 36 student teachers in schools in Spanish-speaking border communities in southern Arizona and Texas and/or in Latino communities in urban Spanish-speaking Gary or East Chicago, Indiana. The Latino Program participants engaged in various courses, reading sessions, mini-workshops, and independent study experiences emphasizing the utilization of the Spanish language and Latino cultural heritage prior to placement. The Multicultural Educational Development Program featured the placement of 40 preservice teachers in Indiana schools serving basically Afro-American student populations. Student teachers entered the terminal field-based experience after three semesters of special course work dealing with poverty and modifications in methods and techniques necessary for inner city teaching. The large enrollment in the Regular Student Teaching Program facilitated the formulation of a random sample of 39 preservice teachers to serve as a control group. These preservice teachers were placed near the campus region, the suburbs of Indianapolis, or in the community in which they were born and reared.

Instrumentation

The thirty-item, five-point Likert-type *Educational Preference Scale* (Lacefield & Cole, 1972) was chosen to measure teachers' expressed orientations toward education. The *Educational Preference Scale* (EPS) was developed to examine value positions on dimensions concerning the nature of knowledge, nature of learning, nature of the learner, and the purpose of schooling. Using the Getzel Model to explain the interaction of cultural values with institutional role expectations and individual personality need-dispositions, opposing pairs of value positions were used to generate descriptions of appropriate teacher and pupil roles under each position. These were translated into operational statements representative of specific behaviors and settings. Differences along these value continua undergird "process" and traditional education with a center symbolizing a neutral viewpoint. Each item on the instrument involves a bipolar statement related to specific operational aspects of the conventional or emergent form of education. Each respondent's total score is the summation of each item score after adjusting reversed item responses, and reflects the respondent's cumulative bias toward or against progressive educational practices. The instrument was designed so that the subject feels he/she is making objective decisions for someone else rather than subjective responses about his/her own preferences.

The instrument has been administered to a sample of 1250 teachers. Its internal consistency calculated as split-half reliability (Spearman-Brown Prophesy Formula) has been determined for this sample to be 0.87. Other indices of instrument reliability are the Kuder-Richardson (0.82) and a 0.85 using the Maximum Likelihood Reliability Coefficient (Lord & Novick, 1968).

Data Collection Procedures

Prior to the beginning of a given student teaching experience, the EPS was administered to 120 preservice teachers in the three minority-group student teaching programs and to 39 preservice teachers of the regular program (pretest). At the end of the student teaching experiences (after 16 weeks), the EPS was administered again to the subjects (posttest). Midway

during the field-based experiences the supervising teachers in whose classrooms the student teachers were placed, also completed the EPS (only test). (See Figure A.)

Data Analysis

The questions listed earlier were investigated and the results described through the use of the t-test, one-way fixed effects analysis of variance-single classification, and two-way fixed effects analysis of variance along with descriptive examinations of means and mean-difference scores. If significant differences were found, analyses continued with Scheffe post-hoc comparisons. Quantitative findings were supplemented by qualitative commentary.

Several observations need to be made about the analysis procedure. Data had been gathered on three dependent variables: the preservice teacher's pretest and posttest scores and supervising teacher's scores. The student teacher's two scores were matched with his/her inservice teacher's score. These scores represented the student teacher's initial orientation toward educational practice prior to the student teaching experience, the orientation after 16 weeks of practice teaching, and orientation of his/her supervising teacher.

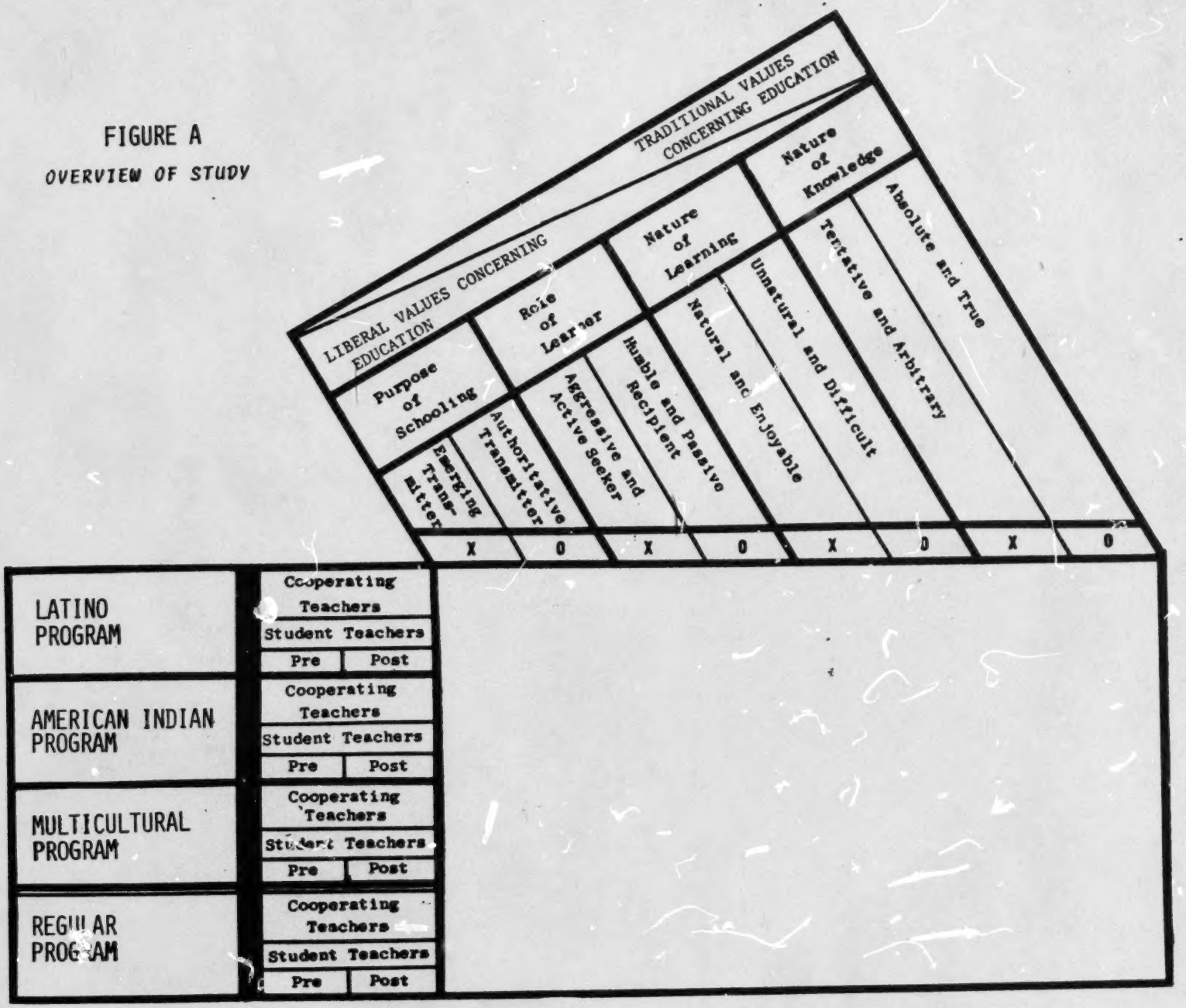
Three additional dependent variables were constructed using the three original ones. A subtraction of the pretest scores from the posttest scores yielded a variable called "value change." Subtracting the supervising teacher's score from the student teacher's pretest score produced a variable called "entry disparity level," a measure of the difference between the initial orientation of the student teacher and that of the inservice teacher. These last two variables are of importance, for it is the functional relationship between them which is one of the primary concerns of this study. A third variable was constructed which is not independently related to the last two, but is also of interest. By subtracting the inservice teachers' scores from the preservice teachers' posttest scores, a third variable was created called "exit disparity level." All of these six variables are referred to (TABLES 1, 2, & 3) and used in various ways as the results of this study are discussed.

DISCUSSION

Before making any judgments from these findings and commentaries, thought must be given to limitations inherent in this study. The subjects were not selected by random sampling techniques. Direct control could not be exercised with respect to the independent variables (preparation programs); therefore, random assignment could not be employed along with the manipulation of the independent variables. Generalization is limited because of the small sample sizes and standard error of measurement. With larger sample sizes and a more controlled experiment the sought-after effects of this investigation would have been more apparent and reliable. When considering cause-effect relationships, the assumption of causality cannot be made because of a lack of direct observation of student teacher-supervising teacher functioning and the idiosyncrasies associated with both roles. Patterns of supervising teachers' behaviors and their influences probably varied also from school to school. The statistical and design problems generally associated with pretest and posttest sensitization also pose limitations. There are also probably many hidden interactions or many uncontrolled extraneous variables that are influencing the relationships between teachers' perceptions of educational practice, and

FIGURE A

OVERVIEW OF STUDY



what they actually do in classrooms. This investigation is also restricted since no attempts were made at validation or the collection of comparison data from other teacher preparation institutions with similar types of programs for preservice teachers planning to enter minority settings.

Aside from acknowledged shortcomings, the trends uncovered in this study appear important. This investigation was intended to serve as an exploratory endeavor which would lead to similar or related refined studies. It is hoped that this study will stimulate continued investigation on the processes resulting from similar kinds of student teacher-supervising teacher interaction. Research will clarify many of the roles, functions and influence patterns of student teachers and supervising teachers in these types of settings, and will enable the intervention of inservice teachers to have a greater impact on preservice teachers as well as on future teacher preparation in general.

Interpretation of Findings

A fixed effects univariate ANOVA was performed using a 3 (semester) x 4 (program groups) design. In this analysis the effects were similar when taken across pretest or posttest scores of student teachers. This finding appears to be logical since the treatment effects over the semesters and across the student teacher groups seem to be similar. When comparing the means and variances of the student teachers from one semester to the next, it appeared that there was generally not much overall difference. This tends to support the notion that the composition of the student teachers is basically the same from semester to semester. Since each of the four programs appeared to offer different training options and because student teachers self-select into these programs, it might be that student teachers do not self-select on the basis of their value orientations toward educational practice; these data tend to indicate that each preparation program does not attract a different clientele in this respect. The presence of an interaction effect denotes that the distribution of student teachers over the four preparation programs and three semesters does not depend on their orientations. No interaction effect was observed regarding the inservice teacher groups. The inservice teachers, as a whole, were similar over the three semesters. The inservice teachers did not differ from one training program to another with the exception of those in the Multicultural Program. Supervising teachers in the Multicultural Program were more conservative or traditional (TABLES 1 and 3) than the other inservice teachers.

Univariate analyses on the dependent variables "value change" and "entry disparity level" produced no significant effects anywhere in the design. This finding is important considering the variable "value change," which is the measure of the magnitude of the effect due to the student teaching experience. The overall magnitude of the effect due to the student teaching experience does not vary over semesters or across preparation programs. Given this result it is fairly easy to see why univariate analyses performed on group means using either pretest or posttest scores produce similar effect estimates. The ordering of program group mean scores does not change appreciably, if the magnitudes of the intervening treatment effects are similar.

Preparation Program Differences

The responses to the pretest (TABLE 1) revealed that student teachers of the American Indian Program were the most liberal (M=114.9) and those of the

Regular Program as initially the most conservative (M=110.9). Analysis of the data indicated that the supervising teachers of the Latino Program (M=111.2) were the most progressive and those of the Multicultural Program (M=101.9) the most traditional. An examination of the posttest results implied that preservice teachers of the American Indian Program (M=110.8) were still the most liberal and those of the Multicultural Program the most conservative (M=104.4). In all four programs the preservice teachers' mean scores regressed toward the more traditional mean scores of the inservice teachers associated with the given program; the mean scores of the preservice teachers' posttest in all four programs were also somewhat lower than those of the pretest, representing a somewhat less expressed liberal orientation toward educational practice.

Significant differences (TABLE 1) were found between the pretest scores of the student teachers and their supervising teachers' scores in the American Indian Program ($p < .0005$) and in the Multicultural Program ($p < .0005$) along with that (TABLE 2) of the combined (N=159) total sample ($p < .01$); preservice teachers were significantly more liberal than their supervising inservice teachers in each of these three cases. When comparing the pretest and posttest scores of the student teachers, those of the Latino Program ($p < .05$) and the Multicultural Program ($p < .01$) were significantly more conservative at the end of the student teaching experience; all preservice teachers in all four programs ($p < .001$) were also significantly more conventional (TABLE 2).

An attempt was also made to look at the data from minority versus mainstream standpoints (TABLE 2). After pooling the data for the Latino, American Indian and Multicultural Programs, statistical tests of significance were not run because of the unequal sizes of both minority (N=120) and mainstream (N=39) populations. The responses of the pretest reflected that student teachers in minority programs were more progressive (M=113.8) than those in the mainstream program (M=110.9). An examination of the findings revealed that the cooperating/supervising teachers of the mainstream program were more liberal (M=109.8) than those serving in minority programs (106.8). Posttest results indicated that preservice teachers in the mainstream setting (M=107.8) were slightly more progressive than those in the minority programs (M=107.6). The "entry disparity level" for the minority programs' student teachers was much higher (7.0) than that for the mainstream program (2.1), indicating a greater shift toward the conventional orientations of their supervising inservice teachers. The "value change" figure for those preservice teachers in minority programs (-6.2) was greater than that for those in the mainstream programs (-3.1); student teachers in minority programs became more traditional than those in the mainstream program as a result of the student teaching experience. The "exit disparity level" for minority programs (0.8) indicated that the student teachers were slightly more liberal than their cooperating/supervising teachers, whereas the "exit disparity level" for the mainstream program (-1.1) reflected that the preservice teachers were slightly more conservative than their inservice supervising teachers after the student teaching experience.

When considering differences between two programs at a time (TABLE 3), no significant differences were found among the programs with respect to the student teacher pretest. Inservice teachers associated with the Latino ($p < .001$), American Indian ($p < .04$), and Regular ($p < .02$) programs were each significantly more liberal than those serving in the Multicultural Program. Significant differences were also found among the inservice teachers ($p < .03$) when comparing scores of all four programs (N=159). When turning to the preservice teachers' posttest scores, those in the American Indian Program ($p < .03$) were significantly

TABLE 1

EXPRESSED ORIENTATIONS OF EDUCATIONAL PRACTICE AMONG INDIVIDUAL TEACHER PREPARATION PROGRAMS

PREPARATION PROGRAMS / PARAMETERS	Latino N=32				Am. Indian N=44				Multicultural N=40				Regular N=39			
	M	S.D.	t	Post Hoc	M	S.D.	t	Post Hoc	M	S.D.	t	Post Hoc	M	S.D.	t	Post Hoc
Preservice Teachers' Pretest Mean Score	114.8	11.5			114.9	10.7			111.8	11.7			110.9	16.4		
Inservice Teachers' Mean Test Score	111.2	13.6			107.8	16.5			101.9	8.8			108.9	15.4		
Entry Disparity Level Index	3.6				7.1				9.9				2.0			
T-test:Preservice Pretest & Inservice Test Scores			1.23 ns				3.42** p <.0005 Pre > In				4.28** p <.0005 Pre > In				0.56 ns	
Preservice Teachers' Posttest Mean Score	107.2	13.3			110.8	13.6			104.4	12.7			107.8	15.5		
Exit Disparity Level Index	-4.0				3.0				2.5				-1.1			
T-test:Preservice Posttest & Inservice Test Scores			-1.24 ns				0.93 ns				1.02 ns				0.32 ns	
Value Change Index:Preservice Pre- Minus Preservice Posttest Scores	-7.6				-4.1				-7.4				-3.1			
T-test:Preservice Pre- vs. Preservice Posttest Scores			2.54* p <.05 Pre > Post				1.54 ns				2.67** p <.01 Pre > Post				0.84 ns	

TABLE 2

EXPRESSED ORIENTATIONS OF EDUCATIONAL PRACTICE AMONG MINORITY, MAINSTREAM, AND ALL TEACHER PREPARATION PROGRAMS

PARAMETERS \ PREPARATION PROGRAMS	Minority N=120				Mainstream N=39				Total Sample N=159			
	M	S.D.	t	Post Hoc	M	S.D.	t	Post Hoc	M	S.D.	t	Post Hoc
Preservice Teachers' Pretest Mean Score	113.8				110.9				113.1			
Inservice Teachers' Mean Test Score	106.8				108.9				107.3			
Entry Disparity Level Index	7.0				2.1				5.6			
T-test:Preservice Pretest & Inservice Test Scores			-				-				3.80** p <.01 Pre Pre > In	
Preservice Teachers' Posttest Mean Score	107.6				107.8				107.6			
Exit Disparity Level Index	0.8				-1.1				0.3			
T-test:Preservice Posttest & Inservice Test Scores			-				-				0.19 ns	
Value Change Index:Preservice Pre- Minus Preservice Posttest Scores	-6.2				-3.1				-5.5			
T-test:Preservice Pre- vs. Preservice Posttest Scores			-				-				5.40** p <.001 Pre > Post	

TABLE 3

COMPARISONS OF EXPRESSED ORIENTATIONS OF EDUCATIONAL PRACTICE AMONG INDIVIDUAL TEACHER PREPARATION PROGRAMS

PARAMETERS / PREPARATION PROGRAMS	Preservice Teacher Pretest			Inservice Teacher Test			Preservice Teacher Posttest		
	T-test	F-Ratio ANOVA (1-Way)	Post Hoc Analysis	T-test	F-Ratio ANOVA (1-Way)	Post Hoc Analysis	T-test	F-Ratio ANOVA (1-Way)	Post Hoc Analysis
Latino vs. Am. Indian	-0.02 ns			1.01 ns			-1.17 ns		
Latino vs. Multicultural	1.13 ns			3.52** p < .001		L > M	0.95 ns		
Latino vs. Regular	1.17 ns			0.70 ns			-0.19 ns		
Am. Indian vs. Multicultural	1.26 ns			2.08* p < .04		Am.I. > M	2.23* p < .03		Am.I. > M
Am. Indian vs. Regular	1.30 ns			-0.31 ns			0.92 ns		
Multicultural vs. Regular	0.26 ns			-2.48* p < .02		R > M	-1.09 ns		
Latino vs. Am. Indian vs. Multicultural vs. Regular		1.01 ns			3.16* p < .03			1.51 ns	

F-Ratio: ANOVA-(2-Way)
F = 3.25*; p < .02
Main Effects: Program

more liberal than the student teachers of the Multicultural Program. The use of a two-way main effects (programs and educator-type) statistical treatment yielded a significant ($p < .02$) main effect (programs); further analyses revealed that Multicultural Program elements were the most conservative.

Preservice-Inservice Teacher Relationship

Student teachers in all programs were more liberal (TABLE 1) than their supervising teachers; all groups' orientation shifted in the direction of the inservice teachers; and perhaps, prospective teachers more traditional than their supervising teachers became more liberal or traditional as a result of the student teaching experience. The general effect of the treatment (student teaching experience) is to lower EPS scores of preservice teachers in the direction of conservative orientations. An examination of the data by program groups revealed that the "value change scores" varied and were rather significant ($p < .05$; $p < .01$; $p < .001$) for some groups and somewhat less significant for others. Although student teachers were initially more liberal than their supervising teachers prior to the student teaching experience, the difference had narrowed ("exit disparity level") considerably after the treatment until it becomes difficult to distinguish the orientations of student teachers as a group from their supervising teachers. The degree of shift of student teachers' orientations toward those held by supervising teachers may be a function of the initial disparity ("entry level disparity") between preservice and inservice teachers.

This study and its findings might suggest that: student teachers do, and thus become, whatever is rewarding and/or reinforcing (Skinner, 1954); attempt to reduce the cognitive dissonance that initially exists in a dynamic fashion (Festinger, 1958); or ignore completely the disturbing situations that confront them during the student teaching experience (Kelley & Volkart, 1952). The main effect described might be explained in terms of Festinger's "cognitive dissonance theory." Two effects were observed; a possible primary effect was that the student teachers' orientation changed in a manner such that dissonance was reduced, whereas a possible secondary effect was the familiar "boomerang" effect where student teachers' initial attitudes were reinforced in the presence of a high level of dissonance. Generally speaking, student teachers' orientations may be influenced by the examples of the supervising teachers with whom they identify or student teachers may find such orientation conflicts annoying and seek some way of resolving the conflicts by locating different level orientations than presently exist in their cognitive structures. Relative to the EPS, the main effect (dissonance reduction) was observed when the initial ("entry disparity level") disparity between preservice and inservice teachers is small to begin with (TABLE 1), roughly $\pm$ 10 points on the EPS scale. The main effect is clearer, though less reliable, when the "entry disparity" is larger, roughly between $\pm$ 10 to $\pm$ 30 points. With disparities greater than $\pm$ 30 points, the main effect is somewhat unreliable and a "boomerang" is about as likely (if not more so) than a dissonance reduction.

CONCLUDING REMARKS

Student teachers tend to become more like their supervising teachers with respect to their expressed orientations toward education as a result of a 16-week student teaching experience. Student teachers are being placed in cultural

settings where the role expectations are contrary to their expressed orientations. The presence of those existing role expectations appears to facilitate changes in the functioning roles of student teachers. The average "entry disparity level" for the entire sample (TABLE 2) was significant ($p < .01$), lending support to the notion that the supervising teachers were more traditional than the student teachers; this effect was primarily attributed to the traditional preferences of the Multicultural supervising teachers. The data also revealed that for these preservice teacher groups the general effect of the treatment (student teaching experience) was to lower EPS scores in the direction of conservative expressed orientations. All groups of student teachers just happened to be more liberal than their supervising teachers; all tended to become more traditional. Considered over the entire sample (TABLE 2), this effect was significant; taken individually (TABLE 1) by program groups, the group mean "value change scores" (Latino = $p < .05$; Multicultural = $p < .01$) varied in their significance levels.

Based on the implicit and explicit findings of this field study, the following conjectural statements have been generated for possible examination in future similar studies:

- The composition and/or expressed orientations of student teachers vary randomly from semester to semester.

- No one preparation program appears to consistently attract a particular kind (orientation-wise) of student teacher, considered from semester to semester or considered within any given semester. The distribution of student teachers across the four preparation programs does not depend on their expressed orientations toward education. Initial membership in any particular teacher preparation program does not appear to be a function of expressed orientations.

- The supervising teachers do not differ in their expressed orientations when considered as groups across programs or from semester to semester with the exception of those in the Multicultural Program who were more traditional.

- The supervising teachers as a group are more traditional than the group of student teachers.

- The nature of the student teachers with respect to expressed orientations after the student teaching experience is basically the same from semester to semester.

- No one preparation program appears to produce a particular type of student teacher (orientation-wise) as a result of the student teaching experience, considered from semester to semester or within any given semester.

- After the student teaching experience there are no significant differences between student teachers as a group and their supervising teachers as a group.

- The overall effect of the treatment (student teaching experience) is that student teachers become more traditional and do not vary in magnitude from one program to another. It appears that this general effect is due to the fact that student teachers were initially more liberal than their supervising teachers.

- As a result of the student teaching experience, student teachers' expressed orientations toward education tend to shift towards those expressed orientations of their supervising teachers. The magnitude of the shift appears to be a function of the initial disparity between preservice and inservice teachers.

Recommendations

If progressive, permissive, emergent, learner-centered, and process orientations are presently deemed to be desirable, what do these data reveal about traditional, restrictive, conventional, teacher-centered, and content oriented inservice teachers and their influences on fresh, eager preservice teachers? Inservice workshops, seminars, rap sessions, etc. might influence changes in the beliefs, orientations, values or attitudes of teachers. A disclosure of information might serve to formulate or change preferences under selected environmental conditions. Any type of change, however, is only eased when the source of information is respected; when the present orientation is not too entrenched; when the new message represents preferences commensurate to the needs of the teacher; and when the message is acceptable to important factions of the school organizational structure. Possibly some, if not most, of the above assumptions could also be met in courses designed for inservice teachers in graduate teacher education programs.

Lately, there has been considerable discussion and some implementation efforts to move undergraduate professional preparation of teachers away from the college-university campus to the arenas of the public schools. The teacher center concept appears to be a viable alternative for the professional preparation of preservice teachers. If this is to be the case, then the many problems presently encountered by the liberal student teacher-traditional supervising teacher conflict situations may be alleviated by a longer and a more in-depth socialization to the roles and role expectations that are found in public schools. However, questions will probably surface as to the type of product that emerges from such a preparation program with respect to philosophical, value, and/or attitudinal orientations toward educational practice.

Possible Future Endeavors

Many of the investigations cited, and also this one, appear to be deficient in the use of systematic observation to evaluate the impact of educational or schooling experiences on the orientations toward educational practice of preservice and inservice teachers. It is usually the behavioral consequences of given preferences that are the concerns of teacher education research and development efforts.

Ideally it would have been interesting to have this type of analysis with more semester replications. This would enable the utilization of mixed effects ANOVA's across the four student teaching programs over many semesters. The possibility of designing a longitudinal study following preservice teachers from entry as freshmen or sophomores into a teacher preparation program through the first three to five years of teaching might shed some light on the number, types, points in time, and characteristics of orientation changes. Questions usually surface about the length of time of the field-based student teaching experience necessary for change to be accepted in terms of expressed orientations; perhaps a full year (32 instead of 16 weeks) of student teaching using a time

series design with multiple administrations of several highly correlated instruments might shed some light on this problem. Another avenue might be to investigate the influence and/or impact of student teachers upon supervising teachers. The possibility of bi-directional influence might lead to some interesting findings in thus a somewhat neglected area. And lastly, the possibility of designing a study using other than education major undergraduates and/or young adults not pursuing higher education along with preservice teachers might lead to the conclusion that it is a maturational effect and not a socialization effect of the student teaching experience which causes an individual to become more conservative. Perhaps, individuals might become somewhat more conservative as they adapt to adult occupational roles.

Progressive and traditional education, whether referred to as such or labeled with contemporary terminology, have long been debated and investigated and will probably be an issue of concern as long as we have schools, teachers and kids. When considering all the research which has been done in teacher education, there has been comparatively little research into the expressed orientations toward educational practice; most of what has been done appears to be the product of the thinking of educational philosophers and/or theoreticians.

Those who are chanting for change and/or reform in the public schools are becoming numerous, both internal and external to the schooling process. Many of these would agree that some type of change toward a more humanistic inquiry approach may be in order. If a more humanistic inquiry environment is deemed desirable, then the selection and later employment of prospective teachers who possess and promote these orientations might appear to serve these ends. Inservice teachers in those settings where extreme traditional orientations exist should be exposed to those philosophies, values, attitudes, methods and materials congruent with a humanistic inquiry approach. The conceptualization of alternative organizational development plans and/or newer methods of classroom instruction and management hopefully will be disseminated informally by way of preservice teacher preparation programs or through formal attempts at inservice education.

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